EXTRA

SERVICE FUND ISSUE

EXTRA

WELLESLEY COLLEGE NEWS — October 4, 1938

Kentucky Schools Offer Mountaineers Education

Hindeman Settlement and Pine Mountain Give Practical Courses, Such as Cooking, Along with Regular Studies

In the Kentucky mountains there are two settlement schools which are greatly in need of help. One is the Hindeman Settlement school in Knott County and the other is the Pine Mountain School in Harlan County. Both of these schools offer educational and social opportunities to the white children of isolated mountain communities.

The aim of the Hindeman School, as stated in a recent letter to the Service Fund Committee, is not only to teach the children to read and write, but also to teach them "to work and play together, to go to Sunday School, and become well fitted to be useful citizens." Most of the students come from pitifully small farms and arrive at the school with few personal belongings. At Hindeman they learn to appreciate the natural beauty of the surrounding country. Cooking and sewing classes besides their regular studies enable these children to bring back to their homes all manner of easier ways of living; but more money is needed for books in the library, and for fuel to keep the school warm in winter.

The Pine Mountain School is principally an industrial school. All courses that are given at any four-year high school are offered there, but every effort is made to give students academic and industrial subjects which will be of practical value, as only a small percentage of the graduates are able to afford a college education. This does not mean that those who go to college are excluded, but rather that the school is trying to offer the type of training that will be advantageous to the majority of students.

The history of the school is an interesting one. In 1899 Miss Katherine Pettit of Lexington, Kentucky was taking a trip through this section and was informed by all the people that a school was greatly needed. She promised that she would return to help them, but it was not until fourteen years later that she was able to found the school with the help of some others. The first classes met in the upper story of the local store and post office while the students waited for the erection of the first building. Land had to be drained and supplies brought from eighteen miles away over a rough road. One by one the buildings were constructed by local and student labor from materials at hand, and in 1928 the last building was completed.

Wellesley Provides Health Care Clinics for Millville Children

Millville, a small town in Worcester county, Massachusetts, with a population around 2000, is in great need. It had one industry, the rubber mills which gave the town its name, but they are no longer running. Now most of the men are on relief or working at government projects. A few have been able to obtain work in nearby towns. State and federal aid has been given, but the money which Wellesley College will give to Millville is necessary to the well-being of the community.

Our gift will go towards helping the school children. Malnutrition among them is prevalent, and many of them have serious hearing difficulties and trouble with their teeth. One year, part of our contribution was used to give audiometer tests to two hundred and seventy-five children of the public school from the fourth to the eighth grade. Those that were found to have a deficiency in hearing were taken to a clinic at the Memorial Hospital in Worcester and given special examinations. Another of our contributions helped to establish a dental clinic. Here many children were treated, some free, and others for the small sum of sixty cents. For eight years we have given money to Millville, and they count on our contribution to help keep their children healthy.

Significant Giving

Wellesley faces a challenging year. Around us, we see signs of the recent disaster from which we suffered only slightly, in comparison with others. Nearly every part of our country shows human misery due to unemployment, exhaustion of resources, labor maladjustment and many other troubles. International chaos is wrecking countless lives. The world is challenged by its own plight.

Those of us who traveled this summer are acutely aware of our privileges and advantages. We live in an atmosphere of security and comfort. We have intellectual freedom. We have been given the opportunity to develop ourselves as far as we are capable. How can we fail to see the contrast between our lives and those which are frustrated by uncertainty and constraint? Seeing this contrast, how can we fail to appreciate our responsibility? The fact that college education is training for greater usefulness in the future is not enough. We must help now.

Service Fund gives us the opportunity to help. In this week's drive, we can share our abundance with those who have little. Especially at this time, Service Fund asks for significant giving. Let us not give grudgingly, or merely because other people are giving. Let our contributions be an expression of our understanding of the world and of our position in it.

Neglected Youth Finds Privileges At Billings

Polytechnic Institute in Montana Offers to Boys and Girls of the Northwest the Chance for Practical Training

"No boy or girl shall be denied an education because of being unfortunate enough to be born poor," and "None shall be denied an opportunity for training because of a lack of previous educational advantages." These are the principles on which Lewis and Eaton founded the Billings Polytechnic Institute, at Billings, Montana, for the neglected youth of the inland Northwest. Four hundred girls and boys from all over the great region of Wyoming, Montana, and parts of North and South Dakota are each year given an opportunity for education and training at the Institute. Paying their way by organized self-help industries, they work in the dairy, the poultry plant, the farm, the shops, the cannery, the auto and radio repair shops, the bakery, the mills, and the printing plant. They also do almost all the work around the school; janitor work, painting, table-waiting, dish washing, road-building,—and other odd jobs. The farm, the ranch, and the gardens provide most of the food stuffs for the college, and the attractive buildings, made of stone from the school quarry, have been built largely by the students themselves.

Institute students are trained in the use of tools. They teach trades and vocations in many of the class rooms and shops, and every effort is made to tie the student's job up with his work, so that he may learn as he earns. Besides its educational advantages, the Institute offers a well-regulated community life in which social and religious phases are also considered. The students learn citizenship through a form of student self-government.

The work of the school cannot be underestimated. It offers to the underprivileged boys and girls of the growing West a chance for an education which they could not get in any other way. Coming from farms and ranches, from mining camps and railroad centers, from trading posts and boom towns, they are the future leaders of our vast frontier country, and the source of their ideas for social, religious, educational, and industrial life is all-important.

Wellesley Funds Bring Relief For Spaniards

Schools in Madrid, Chittoor, Smyrna Depend Upon America for Financial Aid to Keep Doors Open for Students

Inevitably, Wellesley concerns itself with education for girls in countries where women are less privileged than we. Three schools to which Service Fund gives aid are the International Institute for Girls in Madrid, the Sherman High School, Chittoor, India, and the American Collegiate Institute in Smyrna. Although donations seem small, they have sometimes meant the difference between closing the school and carrying on pioneer work in education for women.

In bomb-ridden Spain, alumnae of the International Institute are leading relief work. These young patriots are among the few college trained women in one of the world's most illiterate countries. Behind both loyalist and rebel lines they are caring for those sick in mind and body, directing necessary schools and recreation, besides refugee rehabilitation.

The Institute, not in session now, is devoting all funds toward rebuilding Spain. The school, which is under the surveillance of the United States Embassy, is unharmed and ready to aid in reviving education when the war is over. Founded in 1892, the Institute was the first school to prepare girls to take the government examinations for degrees. The library is the only one in Spain from which readers may take books.

The school derives all income from supporters here in America. The great tasks undertaken by the directors and students are assuredly worthy of financial aid from Christian Association.

Less spectacular service comes from the efforts of Christian, Hindu and Mohammedan girls sent out of Sherman High School. They are a real force in the emancipation of the veiled women of India. Burma, Persia, Arabia and Ceylon also find these young women teaching modern living and forming village schools.

Since 1935 Wellesley has sent funds used to install electric lights and plumbing. As India prepares for independence, Chittoor is educating

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Grenfell Brings to Northlands Education and Hospitalization

"Pioneers—O Pioneers"! Walt Whitman's cry can indeed be attributed to the hardy fisberfolk along the coast of Labrador and Newfoundland where dog teams and fishing schooners furnish the only means of transportation from one small village to another. Stories of heroism are not uncommon among these people, battling against the bitter cold, the treacherous ice floes, and the hungry sea as well as against disease and privation.

Among these fisherfolk came another pioneer half a century ago—a pioneer of medicine—Dr. Wilfred Grenfell, whose love of humanity, of healing and of the sea caused him to dedicate the greater part of his life to bettering their conditions. Along the barren coast of Labrador and Newfoundland where formerly was found not even one resident doctor, a chain of five hospitals stands today, supplemented by eight nursing stations and three schools. Sir Grenfell's own steamer, *Strathcona II*, converted into a hospital boat, travels up and down, visiting tiny ports to which no mail boat can penetrate. At St. Anthony, a wonderful concrete hospital has been built and a home for Orphans established to care for homeless children. Industrial Centers now exist in six different settlements and the Industrial Department has revived such industries as spinning and weaving. In these centers stand co-operative stores where warm clothing and necessities can be bought in return for produce—a method which preserves the people's pride and dignity. The schools are educating the Nordic children to a better knowledge of their living conditions.

Yenching Holds Classes During Chinese Battles

Japanese Interference Fails to Discourage Faculty and Student Body of 800 in Plan of Academic Study

The Wellesley College girl finds it hard to imagine how it would feel to attend classes while a severe air raid or a battle is in progress less than two miles away. Yet that has been the daily experience of both men and women at Yenching University, just a few miles from China's former capital, Peiping. Even when the tides of war have passed, an alien conqueror is left, one who strives to maintain his superiority by dictating to the students in the conquered area their manner of thought.

Imagine having a foreign army official walk into Miss McAfee's office tomorrow and demand to be shown all the periodicals in the library and students' rooms; and if he found some magazine with a nationalistic title which displeased him, he would order all the students found reading the magazine to report to his military headquarters for an examination. If the reading regulations were not stringent enough to suit him, he could install his own teachers in courses where an unfavorable interpretation of his actions might hinder his popularity. This seems impossible, but it is the case at Yenching.

About sixty-five years old, Yenching represents the union of about five colleges and their resources to form the most outstanding and well-equipped university in North China. An emphasis on service has characterized Yenching since its founding. A traveler is apt to find in the smallest and dirtiest hovel in a remote village a Yenching graduate. For the ideal of service has been carried out and many a graduate is trying to educate the children and adults of his village to a better way of life.

Yenching had a faculty of one hundred and two members, a student body of over eight hundred, a beautiful campus of over one hundred and fifty acres landscaped with the same care that makes Wellesley so beautiful. There is the College of Arts and Letters, the College of Natural Sciences, the College of Public Affairs, and the Graduate School of Religion. Leading American universities such as Harvard, Princeton, Wellesley and the University of Missouri co-operate with Yenching. The university has received the official endorsement of the China National Government, and it has been subsidized in certain fields by the government.

But Yenching now, more than ever before, needs assistance. At a time when the war has wiped out all the resources of many of its students, forcing the college to put them on complete scholarship or to give them up, at a time when foreign exchange weighs heavily against the college in any of its purchases of American supplies, Yenching needs aid. And it is such an institution as Wellesley, dedicated to service, and interested in Yenching for many years past, that can best supply this aid.

FOREIGN GIRLS SEEK NEW EDUCATIONAL PRIVILEGES

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the women to take their proper places in a new nation which is not interested in schools for girls. Funds from America are essential if Sherman High School is to continue its work. The staff members are now devoting ten percent of the already meager salaries toward keeping the schools in session.

Contributing much to the life of the Turkish republic is the American Collegiate Institute, Smyrna. Another school for girls, the Institute prepares them for college or social service work among the Turks. These fine young women, "eager, enthusiastic, healthy, and ambitious" treasure their little Wellesley library. While there is no drastic need here, the great movement toward freeing Mohammedan women is given impetus by the efforts of graduates from this school of two hundred girls. As nurses and teachers, they serve in small villages to bring modern health and education to their people. Such quiet and conscientious service in one of the world's few peaceful spots existing deserves American attention.

EDITORIAL STAFF

Ruth Anderson, 1941 — Jane MacMaster, 1940
Mary Bennett, 1939 — Harriet Mills, 1941
Elizabeth Green, 1941 — Grace Pearson, 1940
Patty Hambright, 1940 — Dorothy Pugh, 1940
Emily Little, 1939 — Martha Schwanke, 1940

BLIND WALK WITH CONFIDENCE WHEN LED BY "SEEING EYE" DOGS

In Morristown, New Jersey, there is a philanthropic institution known as The Seeing Eye which has helped over 275 blind men and women in the United States to find a "second sight." The Seeing Eye makes possible the first real emancipation of the blind since the perfection of the Braille System. Braille frees the blind in the mental world, The Seeing Eye frees them in the physical.

This remarkable institution trains German shepherd dogs to be the eyes for the blind. The dogs are thoroughly competent to direct their masters through heavy traffic in a large city, along country roads, or in strange places. By means of a semi-rigid handle of the harness, the blind master, led by the dog, can step out confidently regardless of traffic conditions. When the dog stops, starts, or even slightly changes her pace, the master is instantly aware and needs only to follow.

The expense for a blind man to have a "seeing eye" dog is comparatively small. After the initial output—most of which is paid by the institution—the dog costs not more than five dollars a month for food. But it is the four months of careful training of the dog, and the four weeks which the blind master must spend at Morristown, and the four years required to train an instructor, that makes the total expense too great for the average man to pay. For that reason The Seeing Eye is more than worthy of any financial aid which we can give it.

Migrant Children Workers Need Physical and Mental Attention

Do you know that tonight some 200,000 children will go to bed in mud-floored huts on cots fashioned from vegetable crates and dirty quilts? These are the migrants, children of the homeless, wandering people who roam the country harvesting crops. Tomorrow morning at dawn they will have a hurried snack and follow their parents to the fields. At lunch time a piece of bread with pepper paste will suffice. Minutes mean piece work and there is no time to waste for meals.

Insufficient physical care is not, however, the only tragedy in the lives of these children. Moving about as they do, following the crops in season, they miss schooling entirely. There is no room for books in a cotton-picker's shack, and rural schools are not equipped to handle a hundred or more children who will remain settled for only a few weeks.

The Council of Women for Home Missions has recognized the needs of migrant workers and has formed a committee on Farm and Cannery Migrants, whose task is to encourage employers to provide better conditions for the workers, to stimulate local agencies to an interest in the problem, and to create health and recreational centers in the migrant camps. The program includes nursing, first-aid, playground and kindergarten, hot lunches, sanitation, and religious education. Boys and girls learn Bible verses, beautiful songs, and stories to take the place of the ugly "swear words" and lies which they hear constantly from their adult associates.

The ignorance of these people is pitiful, but all of them, especially the children, are eager to be ministered unto. In the recreational centers they have fun, and fun to them is rare. People must give more money so the work can go on. Now that you have heard about these strangers within our gates, will you not give them a helping hand?

DURING THE WEEK OF OCTOBER 4 - 11 A CANVASSER IN YOUR DORMITORY WILL APPROACH YOU. OUR REPRESENTATIVE WILL GLADLY GIVE YOU INFORMATION CONCERNING THE METHODS OF PAYMENT AND DISTRIBUTION OF THE SERVICE FUND TO VARIOUS INSTITUTIONS.

Underprivileged Children Labor Long Hours in Factories, Fields

In November, 1937, a census of the unemployed in this country showed 7,800,000 adults without work. At the same time, more than 1,000,000 children 14 years old, or less, were working for wages, for the most part at jobs that tax the strength of grown men.

The conditions under which these children live and work are almost unbelievable. While other children of their ages are in school, these poor workers bend over machines in factories, or work long hours in the fields, picking cotton or sugar beets. In the shrimp canneries of the South, for example, children of only 8 years have been found working from 4:30 a. m. to 8:30 a. m. or later. Then they drag themselves to school too tired to study, or never bother to go at all. For their work they often receive less than one dollar a week. In Missouri, whole families dig "tiff" or barite, to earn, in a good week, perhaps five dollars. Needless to say, these children live in makeshift buildings that could hardly be called homes, and seldom have enough to eat. A large number of them have never been to school.

The National Child Labor Committee works to help remedy situations like these. Largely through its efforts, repeated attempts have been made to secure legislation forbidding the employment of children.

Wellesley College Service Fund

Appropriations 1938 - 39

EDUCATION

American

- American International College, Springfield, Mass., $110
- Billings Polytechnic Institute, Polytechnic, Mont., $150
- Bryn Mawr Summer School, Bryn Mawr, Pa., $220
- Good Will Assn., Hinckley, Me., $75
- Hindeman Settlement School, Knott County, Ky., $125
- Laurinburg Normal and Industrial Institute, Laurinburg, N. C., $75
- Northland College, Ashland, Wis., $100
- Penn Normal, Industrial, and Agricultural School, St. Helena Island, S. C., $100
- Piedmont College, Demorest, Ga., $125
- Pine Mountain Settlement School Inc., Pine Mountain, Harlan County, Ky., $125
- Wellesley Summer Institute for Social Progress, Wellesley, Mass., $125

Foreign

- American Collegiate Institute, Smyrna, $75
- Ewha College, Deoul, Korea, $100
- International Institute for Girls, Madrid, $100
- Sherman High School, Chittoor, South India, $100
- Yenching College for Women, Yenching University, Peiping, West, China, $3,700

WORLD SERVICE

- American Friends Service Committee (Social and Industrial Section), $175
- American Indian Institute, Wichita, Kan., $75
- American Women's Hospitals, New York City, $100
- City Missionary Society of Boston (Camp Andover and Rosemary Cottage), $25
- Consumers' League of Massachusetts, $25
- Convalescent Home for Crippled Children, Wellesley Hills, $100
- International Grenfell Association, $100
- The International Student Com., $200
- Migrant Community Work, $150
- The National Child Labor Committee, $50
- Chinese War Relief, $700
- Spanish War Relief, $200
- The Seeing Eye, Morristown, N. J., $50
- World Student Christian Fed., $50

UNEMPLOYMENT RELIEF

- Cochituate Red Cross Relief Work, $75
- Community Federation of Boston, $100
- Lawrence City Mission, $300
- Millville, $900
- Natick Unemployment Committee, $300
- Wellesley Friendly Aid, $30
- Women's Industrial and Educational Union, $150

Grant Total, $9,260